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ABSTRACT

Intended as a reference for students, teachers, researchers, and others interested in information about American Indians, this bibliography consists of 1,776 entries, divided into 6 sections: Research and Evaluation Report Series, Annotated; Curriculum Bulletins, Annotated; Books - American Indians; American Indian Education; Miscellaneous; and Existing Bibliographies. Section I provides a systematic arrangement of 81 education reports for Bureau of Indian Affairs educators. The curriculum bulletins are a collection of instructional monographs that provide descriptive analysis of curricula material in Indian Education. These cover such areas as social studies, art, ecology, safety, early childhood education, and language arts. Arranged alphabetically by author or subject, the third section lists 131 books for children and 941 for adolescents and adults. Included in the fourth section are 145 entries categorized by subject--academic achievement, culture/acculturation, mental health, language, tests and evaluation, and general Indian education. Listed alphabetically by subject, or author when appropriate, are 420 entries ranging from curriculum development, bilingual/bicultural programs, title reports, to story books and writings on poetry by Indian youth. The last section lists 35 existing bibliographies which provide materials on American Indians not included in any of the previous sections. (NQ)

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RESEARCH AND EVALUATION REPORT SERIES NO. 51

BIBLIOGRAPHY: A RESOURCE ON THE EDUCATION OF AMERICAN INDIANS



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TO THE READER:

This bibliography is one attempt to bring together in one reference, document resources that will be helpful to the education of Indian children. The scope of the bibliography is comprehensive and covers most any topic pertinent to the Indian Education enterprise. Yet, it is incomplete and one has only to undertake such a task in order to realize just how massive are the total references on the subject of educating Indian children and youth. Nonetheless, it does represent a substantial contribution and it is sincerely hoped that it will prove useful to professional educators and to Indian Tribes undertaking control of education programs.

The bibliography was done by Mrs. Darva R. Gomez (Pueblo of Acoma) who completed her MA at San Diego State University in the spring of 1976. She had the technical assistance of Dr. Eugene Leitka, Education Specialist for Education Research of the Bureau's Indian Education Resources Center. Dr. Leitka's broad experience and understanding have combined with Ms. Gomez' sharpness and sound professional training to provide what is believed will be a very worthwhile and valuable tool for those interested and involved in educating Indian children and youth.

Thomas R. Hopkins, Chief
Division of Evaluation,
Research, and Development

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INTRODUCTION

The intention of this bibliography is to provide a comprehensive compilation of American Indian materials that will serve as a reference for students, teachers, researchers, and others interested in information about American Indians. This reference list which consists of 1,776 entries is by no means conclusive of information in existence. This is indicative of the immensity of materials available on American Indians; therefore, supplements to this document will be necessary. It should be understood that because no attempt was made to select and evaluate materials included in the document, the reader's own discretion will be the determining factor with regards to the quality and nature of the material.

Research and Evaluation Report Series has been established by the Indian Education Resources Center, Division of Evaluation, Research, and Development. These items, which presently include 81, are annotated and provide a systematic arrangement of education reports for BIA educators. This series will continue to grow in numbers with the activities that are on-going and reports being produced.

Curriculum Bulletins series is a collection of instructional monographs that provide descriptive analysis of curricula material in Indian Education. Begun in the late sixties, the series continue to be developed at the Indian Education Resources Center to assist teachers of Indian students in social studies, art, ecology, safety,

early childhood education, and language arts.

Books on American Indians come from listings and sources accumulated by the Division of Evaluation, Research, and Development. There are 131 listings of books for children and 941 for intermediates and adults. No attempt was made to list books according to tribes and all entries are alphabetically arranged by author or subject. Please note, to avoid confusion, that on occasion, the name of an important Indian person is listed alphabetically, first, the name of the author follows and finally the exact title of the book. This was done purposely in order to focus on that particular individual.

American Indian Education section was categorized by subject in an effort to be more specific and provide convenience in locating particular subject areas within Indian education. A sixth section, general education, was formed in order to ascertain the inclusion of articles and subjects that did not fall into one of the other five categories. A total of 145 entries are included in this 6-part section.

Miscellaneous section consists of a variety of materials accumulated by the Division of Evaluation, Research, and Development. Listed alphabetically by subject, or author, when appropriate, are 420 entries ranging from curriculum development, bilingual-bicultural programs, title reports, to story books and writings on poetry by Indian youth. When an incomplete address of publisher or organization occurred, Indian Education Resources Center address was cited. (All listings in this section are located in the material center).

Existing Bibliographies, a special feature and section in this document, lists 35 existing bibliographies on American Indians. For most entries, an approximate or exact number of citations is included in this document. This section provides materials on American Indians not included in any of the previous sections; however, some duplication will occur within these bibliographies. These existing bibliographies will surely lead the user to additional sources which will indeed make this a comprehensive bibliography.

EVALUATION REPORTS

1. The Chilocco Survey. Report No. 01. 1972-1973. 271 p.

The Chilocco Survey Team, as charged by the Director of Education Programs, Chilocco Advisory School Board and Anadarko Area Office, conducted the survey to produce valid information to reflect the need for Chilocco Indian School to remain open. The report contains long-range goals for the school, a description of the current program, and alternatives relative to implementing new goals.

2. Sherman Indian High School ORBS Project. Report No. 02. 1971-1972.

(Performed by the National Indian Training & Research Center Tucson, under contract) Not available for dissemination. Due to the number of volumes in this report, it would be too costly to reproduce.

3. Rough Rock School Evaluation. (Contract School Operations) Report No. 03. 1971-1972. Not Available.

4. Rough Rock School Evaluation. Report No. 03.01. 1974. 89 p.

The school evaluation consists of a report on the administration, a follow-up report on the 1972 evaluation, curriculum evaluative criteria, language arts and out-of-class activities. An index, evaluation of findings and recommendations are included.

5. Wyoming Indian High School. (Contract School Operations) Report No. 04-A. 1971-1972. 48 p.

The report defined and clarified the goals of the Wind River Education Association (WREA) in order to provide formative evaluation information on which effective and efficient planning for the 1972-1973 contract year may proceed systematically at the newly formed Wyoming Indian High School. In addition, a task analysis, time frame and recommendations were developed to assist WREA.

6. Wyoming Indian High School. Report No. 04-B. 1973. 43 p.

Noting the end of the first complete school year and Wyoming Indian High School's brief existence, a comprehensive program

review and evaluation was conducted. Considering the Wind River Education Association's goals, objectives and philosophy for the school, detailed recommendations were made in all areas.

7. Ramah Navajo High School. (Contract School Operations) Report No. 05-A. 1972. 32 p.

The formative evaluation information included categories such as needs assessment and establishment of overall objectives, administration, staffing, student and program data facility and support services and community support.

8. Ramah Navajo High School. Final Report. Report No. 05-B. 1972-1973. 40 p.

Evaluators express favorable impressions about the steady improvements in all aspects of the program at the Ramah Navajo High School. Suggestions and recommendations have been made for continued improvement of that program. Of paramount concern is the continuing educational needs assessment and review and possible revision of philosophy and goals, a systematic approach of the development of an integrated curriculum, and a need for clarification of the role of an Advisory Committee and its relationship to the Board of Education.

9. Miccosukee Indian School. Miccosukee, Florida. Report No. 06. 1975. 22 p.

The evaluation team review the contents of the current contract in terms of its consistencies and discrepancies in the operation of the Miccosukee Indian School and found it to be consistent. Plans were developed to improve existing operational program and five recommendations were made for consideration.

10. Miccosukee School Evaluation. (Contract School Operation) Miccosukee, Florida. Report No. 06-B. 1976. 6 p.

The focus of this evaluation effort, Part 100.1 - Education Requirements of the contract, was found adequate. This report indicates no discrepancies and accounts for implementation of most of the recommendations of the previous years' on site evaluation.

11. Haskell Transition Evaluation. Lawrence, Kansas. Report No. 07. 1972.

The Haskell evaluation team sought to assess the Haskell program in terms of its goals as a comprehensive junior college. For the purposes of analysis the following five broad headings were considered: faculty, students, curricula, facilities and administration. The report includes discussions of basic concepts, illustrations of ways of proceeding on specifically identified problems, suggestions in many areas and finally a group of recommendations that summarize the entire report.

12. Evaluation Report of the Center for the Study of Migrant and Indian Education. Toppenish, Washington. Report No. 08. 1972. 53 p.

This report prepared for the State Supervisor of Indian Education in Olympia, Washington, was an undertaking to assess the effectiveness of Johnson O'Malley funds provided for the Center. The following categories were established and assessed: background, legalities and Indian involvement, objectives, budget and finance, and center components.

13. Educational Needs Assessment in the Bureau of Indian Affairs. Report No. 09. 1972. 22 p.

In attempting to answer the question, "What educational purposes should the school seek to attain?" in 1972 the Division of Evaluation of the Office of Education Programs, developed a design for the Bureau-wide accomplishment of educational needs assessment. This report presents this design and also includes rationale for increasing the effectiveness of Bureau-wide educational decision-making through increased evaluation competencies and appropriate use of information.

14. Skills and Arts of Communication Workshop Evaluation, Santa Cruz. Report No. 10. 1972. Not Available.

15. Off-Reservation Boarding School Project. (ORBS Project) Report No. 11. 1972. 27 p.

This report discusses the ORBS Project, whose ultimate aim is at improving services to Indian youth who attend off-reservation boarding schools. The ORBS concept and content areas for review consist of ten program categories and an ORBS team at each school responsible for their ORBS activity. A detailed framework and description of how ORBS works is discussed.

16. Evaluation Report of the Special Scholarship in Law for American Indians. University of New Mexico Law School. Report No. 12. Summer 1972. 42 p.

The evaluation team contracted by the BIA, to conduct an overall independent evaluation of the Indian Scholarship Program, generally found the program successful. Such areas as curriculum, orientation program, student association, fiscal aspects and follow-up of current students and graduates along with some recommendations were included. An audit report of the Office of Survey and Review is also included.

17. Results of the Test of Proficiency in English as a Second Language in Grades 4, 5, and 6 of BIA Schools. (Interpretive Manual Supplement) Report No. 13. Reprinted 1975. 73 p.

The primary purpose of this Interpretive Manual Supplement is to report information on the Fall 1971 and Spring 1972 test administrations which were conducted to broaden the number of groups from which norms could be compiled and obtain information from two points in time, Fall and Spring, on the same individuals. The Fall 1970 administration of TOPEL is also included in this supplement in addition to new figures, individual and school, score figures and norms. For 1970, only schools with Choctaw, Eskimo, Hopi and Navajo speakers were considered. For 1971 and 1972 schools with Pueblo, Sioux, and Zuni speakers were added.

18. Guidelines for the Use of the Test of Proficiency in English as a Second Language. Report No. 14. 1975. 8 p.

The purpose of the test, management and coordination, procedures for obtaining and utilizing the test, handling and disposition of test data, cost of the test and evaluation division services are topics discussed in the report.

19. An Evaluation of the Johnson O'Malley Program. Report No. 15. 1972. (Available only at Muskogee Area Office, Muskogee, Oklahoma)

20. Assistance to Indians Enrolled in Public Schools, Johnson O'Malley Regulations. A Progress Report. Report No. 15-A. 1974. 86 p.

Contained in this document is a historical account of developments to help understand the significance of past developments, and the rationale for the current situation of the JOM program.

21. Information Needs to Support an Evaluation Process for Bureau of Indian Affairs' Educational Programs. Report No. 16. 1972. 35 p.

The purpose of this treatise is to provide the Director of the Office of Education Programs with an instrument with which to develop an educational data base for providing information to evaluate the Bureau's education programs. Contents of this report includes background information, discussion of issues and questions, BIA educational information needs, and development of an educational information program.

22. Institute of American Indian Arts Transition Evaluation. Report No. 17. 1973. 283 p.

To provide assistance relative to the transition period, re-defining long-range goals and identifying educational needs relative to the goals were primary objectives of this evaluation. For a succinct overview and summary refer to part one which includes the objectives of the evaluation. The appendix is a compilation of reports where the details of various aspects of the school program are included.

23. Alaskan Native Needs Assessment in Education. Project ANNA. Report No. 18. 1974. 124 p.

Project ANNA was conducted in order to be of assistance to desicion-makers in a time of rapid change regarding the lives and education of Native peoples of Alaska. Listed in this report are basic objectives of the Project, student surveys, Native school enrollments, educational preferences of Alaskan Native school boards, resident education evaluation and a look at the future of Native education in Alaska.

24. Alaskan Native Education - An Historical Perspective. Part II. Report No. 18-A. 1974. 190 p.

This booklet was compiled to provide reliable and succinct history on Alaskan Native education in order that questions about what has taken place can be answered with greater ease, and be helpful to Alaskan Native communities and organizations, State and Federal officials, citizens of Alaska, and professional educators. This historical perspective was compiled by Professor Charles K. Ray of the University of Alaska who has been involved in Native education for 25 years.

25. Fort Sill Indian School ORBS Survey. Report No. 19. 1973. 128 p.

The survey team was organized to reexamine the goals that have been developed for the school and provide a fuller understanding of the educational environment at Fort Sill. It was patterned after the ORBS project evaluation procedure. Several different reporters and reports are presented and verbatim data is available in the appendices.

26. Riverside Indian High School Evaluation. Report No. 19.01. 1976. 108 p.

For purposes of the evaluation, the school was divided in the following components: Administration, Curriculum (Instructional Program), Students, Out-of-Class Activities (Counseling and Guidance, Home Living). Findings and recommendations comprise each component.

27. Higher Education Evaluation: Analysis and Comparison of Evaluative Data. Marie Monsen. Report No. 20. 1973. 26 p,

The purpose of the evaluation was to place the administrators in a position to make sound decisions regarding programming and budgeting. One phase of the evaluation was to make comparisons between what were considered to be important variables of the program. To make these comparisons, a survey comprised of a student questionnaire and an area office evaluation and audit was conducted. The report also includes some comparative data in relationship to national statistics on higher education which takes all college students, regardless of ethnic background, into consideration.

28. Higher Education Evaluation: Student Characteristics and Opinions. Report No. 20-A. 1973. 83 p.

In the assessment of the BIA's higher education program for Indian people, the same population consisted of 2,736 students, approximately 21% of the 13,000 students participating in the higher education program. Details of the student questionnaire utilized are provided. Graphs are utilized in compiling the data and the validity factor of the survey is an important aspect of the graphs. There are relationships that can be drawn between the graphs; however, this report does not purport to do this.

29. Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Descriptive Analysis) Report No. 20.01. 1975. 214 p.

To determine the success and cost-effectiveness of these three training programs, the evaluation design for the overall study was based upon the Project Approach Technique. The evaluation instruments consisted of the following: On-site visits to the institutions, personal interview with students, directors, professors, administrators and review of program records were also conducted.

30. Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Descriptions) Report No. 20.02. 1975. 137 p.

Of the total 159 trainee participants, 105 or 66%, responded to the survey conducted by the evaluation team and the data compiled is represented in graphic form by individual university.

31. Evaluation Report of Indian College Student Counseling Program, University of New Mexico and New Mexico State University. Report No. 20-B. 1976.

An evaluation of contract obligations were performed in the Spring of 1976 at the two universities to assess the effectiveness of counseling services being provided for the Native American college students who were under the financial grant program of the Bureau of Indian Affairs. Their services were contracted through the Native American programs office on each campus with BIA Higher Education Programs in Albuquerque, New Mexico. Number of students and enrollment trends are given along with recommendations for improvement of the counseling program.

32. To Live on This Earth. (A Synopsis) Evelyn Bauer, BIA Education Specialist. Report No. 21. 1975. 16 p.

The book, TO LIVE ON THIS EARTH, by Robert Havighurst and Estelle Fuchs is a comprehensive study of the education of American Indians sponsored by the Department of Health, Education and Welfare, Office of Education. Examined in the book is every facet of American Indian education--students, teachers, parents, community leaders, and educators. A chapter-by-chapter synopsis presents the "barebones" of the book.

33. An Evaluation Project: The Pierre Indian School. Report No. 22. 1973.

The Pierre Evaluation was conducted within the framework of three major objectives. Rationale, findings, and recommendations are presented for each objective and all aspects of the school program are considered.

34. An Education Evaluation: The Choctaw and Chitimacha Schools. Report No. 23. 1973. 55 p.

Evaluators of this report have attempted to make this a formative, integral, clinical, service-oriented and responsive evaluation. Its raison-d'entre is to help others to help themselves. The report is comprehensive and includes recommendations in most areas discussed.

35. Evaluation Report of Career Education and Safety Education, Choctaw Agency School System, Philadelphia, Mississippi. Report No. 23-B. 1975. 58 p.

Determining how the Career Education program could be made more effective for the students in the Choctaw Agency School system involved reviewing fiscal records, examining administrative structures and interviewing people connected with the program. Every important component of the total program was taken into consideration. Recommendations were formulated in both the career and safety education areas and a suggested school safety handbook outline is presented.

36. Site Visitation: Choctaw Language Teaching Program. Philadelphia, Mississippi. Report No. 23-C. 1975. 21 p.

Observation of the Bilingual Education for Choctaws of Mississippi (BECOM) found that the program involves teaching the reading and writing of Choctaw language combined with teaching English as a second language, (ESL). The Strategy for teaching Choctaw is the technique termed Parity Bilingual Program that utilizes the symbolic approach. Primary emphasis is K-4 and levels off thereafter. A lesson plan, guide and evaluation for Choctaw teachers is presented.

37. Intermountain School Evaluation Task Force: A Report. Report No. 24. 1973. 141 p.

The Intermountain Evaluation Task Force assignment was formal-

ized to obtain and provide valid information concerning the future role of the Intermountain facility. Within the following three alternatives, the Task Force reviewed and investigated the need and feasibility of the Intermountain facility as a: (1) Secondary school for Indian children from tribal groups other than Navajo; (2) Facility for other than elementary or secondary education, i.e., a post-secondary technical-vocational school; (3) Facility for non-Bureau purposes.

38. All Indian Study Commission Report, Intermountain Boarding School. Report No. 24.01. 1974.

The document provides compilation of the work done by a special task force consisting of members from various tribes. The group was primarily concerned with enrollment problems and dissident students at the Intermountain Indian School. They also addressed themselves to the future directions of the Indian school. Their reports and recommendations are included in the report.

39. Intermountain Boarding School: Information Update. Report No. 24.02. 1975. 53 p.

Since the Intermountain decision had not yet been made, consideration of all the information concerning Intermountain contained in the report series No. 24 were reviewed in order to be useful in making the decision regarding the future role of the Intermountain facility. Technical analysis of the All Indian Study Commission Report, BIA response, comments and other data are all a part of the updated information.

40. Student Rights and Responsibilities Program, Evaluation. Report No. 25. 1973. 92 p.

In order to place student rights and responsibilities concepts into proper perspective as well as prepare a framework within which the evaluation report may be approached the beginning sections have been devoted to a philosophical review. These are meant to clarify major positions held on rights and responsibilities with respect to school age children. Progress nationwide, in the past and current status and what remains to be done comprise the final sections of the report.

41. Student Rights and Responsibilities: A Review of the Draft of Program Guidelines. Report No. 25-A. 1974. 33 p.

This report contains a brief analysis of the reactions to the

draft of the guidelines, the actual comments, a copy of the instrument used relative to the review, and a copy of the draft of the Guidelines. The report is important to the total thrust in Student Rights and Responsibilities Programs as it shows that each step of the development of the program reviewed in some form or another at the grassroots level of education.

42. Student Rights and Responsibilities: A Progress Report. Report No. 25-B. 1974. 54 p.

This document contains background information, memos of interactions, reports, and a draft of the proposed, part 35, to add to Students Rights and Responsibilities program.

43. Student Rights and Responsibilities: An Evaluation Report for School Year 1974-1975. Report No. 25-C. 1976. 20 p.

Illustrations presented in this report are based upon the response to the report form mailed to each Area with sufficient copies for each school. Subjects of the illustrations represent program factors, i.e., use of due process procedures. Findings indicate the program has been successfully implemented in 80% of all BIA schools, dormitories, and contract schools. Additional findings and recommendations were cited.

44. San Juan Day School Evaluation. Report No. 27. 1974. 74 p.

Seven program information categories were selected for review and evaluation. The data on each category is analyzed and findings and recommendations are made accordingly. The final section lists San Juan's educational philosophy and outlines the Command of Fundamental Processes--a curriculum goal.

45. Library Progress Report. Report No. 28. (Not Available)

46. Series: Control of Indian Education in BIA Schools: Presidential/Secretarial Objectives for Secretarial Operational Planning System. Report No. 29. 1974. 22 p.

The Interior Department implemented the "Secretarial Operational Planning System" (OPS) which amounts to achieving accountability through management by objectives. The objective states that by

the end of F.Y. 1975 at least one-fourth (50) of the Bureau schools will operate under the management system chosen by those served by the school. The explanation of the project, means of implementation such as the approach and process, and major task assignments are discussed.

47. Control of Indian Education in BIA Schools. A Progress Report.
Report No. 29.01. August, 1974. 43 p.

This progress report attempts to achieve a new and concerted effort by the Bureau to better coordinate and strengthen activities related to Indian control of schools. Participating schools are listed, monthly summary, major task review and other aspects of implementation of OPS are reflected in this report.

48. Control of Indian Education in BIA Schools. A Progress Report.
Report No. 29.02. September, 1974. 9 p.

A monthly summary, accomplishments, problems encountered and area office presentation schedules and operating plans are all included in this particular progress report.

49. Control of Indian Education in BIA Schools. A Progress Report on the Presidential/Secretarial Objective. Report No. 29.03.
October/November, 1974. 29 p.

Several occurrences since the last report have had significant effects on the activities aimed at achievement of the Secretarial Objective. The objective was accepted as a "Presidential Objective" which means that the results to be produced by meeting the objectives are of highest priority in the Department of Interior and in the BIA. Major revisions in the objective, approach, and operating plan resulted.

50. Control of Indian Education in BIA Schools. A Progress Report.
Report No. 29.04. December 1974, January, February, 1975. 33 p.

As in previous reports, this one reflects not only the status of the project in terms of Area, Agency, and Tribal effort and progress, but also the modifications that have resulted from the self-correcting characteristic of the systems approach being employed.

51. Control of Indian Education in BIA Schools. A Progress Report.
Report No. 29.05. F.Y. 1975. 23 p.

Included in this report are individual progress reports for eight of the twelve participating Area Offices. 78 Bureau-Operated schools which participated in the project and the type of Management System chosen for each school are identified. In addition, there is a Bureau-wide summation of FY 1975 Presidential/Secretarial Objective activities.

52. Control of Indian Education in BIA Schools. A Progress Report.
Report No. 29.06. July/August, 1975. 17 p.

The Presidential/Secretarial Objective provided to the education activity of the BIA in Fiscal Year 1975 will be continued into FY 1976 and 30 additional Bureau schools will be included for participation. In review of the overall strategy, nine major tasks are proposed and the monitoring process and operating plan presented.

53. Control of Indian Education in BIA Schools. A Progress Report.
Report No. 29.07. September/January, 1976. 19 p.

Up to date status of the School Management Options Project in terms of the Bureau's overall strategy, relation of P.L. 93-638 (Indian Self-Determination and Education Assistance Act) to the School Management Objective, and overview of external evaluators findings and recommendations highlight this report.

54. Evaluation Report of the Presidential/Secretarial Objective, School Management Options Available to Indian People.
Report No. 29.08. 1976.

This evaluation project was intended to review the approaches and policies of the Presidential/Secretarial Objective Project and provide the information required for planning and managing future activities of the project. This report reflects progress on the project which covers the period of June 1974 through December 1975. Two firms were contracted to perform the evaluation: (1) National Indian Training and Research Center, Tempe, Arizona and (2) Underwood Research and Evaluation, Tulsa, Oklahoma.

55. Evaluation of White Shield School. Report No. 30-A. 1974. 183 p.

The evaluation study conducted at the school was in response primarily to efforts of Indian members of the community served by the school. The major focus of the study was given to the administrative leadership and the organization and structure of the school's purposes and intents, the instructional system, community, school, and parent relationship and students' scholastic achievement.

56. Evaluation of White Shield School: Appendix. Report No. 30-B. 1974. 35 p.

The appendix includes various areas of information related to school operations and policies, school enrollment and report on the operating budget. An on-site visitation report indicated that the evaluation of the school should place particular emphasis on Indian student failure, drop-out causes, and the general feeling among Indian students of being alienated by the school.

57. Public School Survey of Construction Aid Needs Related to the Education of Reservation Indian Children. Report No. 31. 1973. 61 p.

One of the objectives of the study is to survey the construction aid needs in the school districts of the 23 states that participate in the Johnson O'Malley Act program. The survey showed the urgency for construction aid immediately; thus, an additional objective was to develop general policy and guidelines to be used by the BIA in connection in areas of high Indian enrollment.

58. Management Desision in Indian Education. Audio/Visual Scripts for a Seven Program Series on School Management Options. Report Series No. 32 - 32.08. 1974:
- Report No. 32.01. Introductory Program. 16 p.
 - Report No. 32.02. Selecting Educational Goals and Assessing Educational Needs. 20 p.
 - Report No. 32.03. The Federal School - A Management Option. 34 p.
 - Report No. 32.04. The Public School - A Management Option. 24 p.
 - Report No. 32.05. The Tribal/Private School - A Management Option. 24 p.
 - Report No. 32.06. The Combination School - A Management Option. 11 p.
 - Report No. 32.07. Summary of Options. Another Look: It's Your Move. 14 p.

Report No. 32.08. A Look at Public Law 93-638. "The Indian Self-Determination and Education Assistance Act," 1975.

These program series which are individually explained, frame-by-frame, have been developed for the purpose of providing dependable information to Indian people concerning options or choices they have in the management system of the BIA schools their children now attend, along with a method for reaching a formal decision as a community in selecting one of those options.

59. Bureau of Indian Affairs Student Enrollment System Design Plan.
Report No. 33. 1975. 75 p.

At the request of the Indian Education Resources Center, (IERC), this Design Plan has been prepared by the General Services Administration, Automated Data and Telecommunications Service, Fort Worth, Texas. The primary objective of this plan is to provide the BIA with general time, cost, and resource information needed to design, implement, operate and evaluate their Student Enrollment System and to create a basic computerized system to collect, store, and report authorized data on all students.

60. Education Information at the BIA Central Office of Operation.
Report No. 33.01. 1976. 21 p.

This report provides a description of the state of the art regarding BIA Education Information with special emphasis on that which is computer assisted. The proposed Education Information System is composed of six information categories and twenty-three subsystems. The first paper, dated January, 1976, on Education Information is appended.

61. Chief Area Education Officers Annual Report. Report No. 34. 1975. 120 p.

The first annual report includes topics discussed during quarterly conferences, addresses presented at the conference by Dr. Sockey, Director, Office of Indian Education Programs, conference evaluations, and selected reports presented by Area Office representatives. The theme of conferences is to share mutual problems and concerns for improvement of educational opportunities for American Indian youth in all programs conducted by the Bureau of Indian Affairs.

62. BIA Chief Area Office Education Officers' Quarterly Conference
Sacramento, California. Report No. 34.01. July 21-24, 1975.
77 p.

Topics of this meeting are presented in this 7-part report. They include: Title IV EHA-B Compliance, FY 1976 Departmental Objectives, BIA Manual - 62 BIAM 2.1, Types of Schools, School Construction Priorities, Evaluation of Chief Area Education Officers' Conference, FY 1975, Albuquerque Indian School functional Statement Chart, and Tribal Resolution, Pauma Band of Mission Indians.

63. BIA Chief Area Office Education Officers' Quarterly Conference,
Las Vegas, Nevada. Report No. 34.02. October 14-16 1976. 93 p.

Highlights of the meeting include ten area reports, and topics such as JOM educational assistance, P.L. 93-638, an interim report on young Native American children and their families, Education Needs Assessment and Program recommendations, and interim guidelines on student records and information.

64. The Education of American Indians: A Survey of the Literature,
Brewton Berry. Report No. 35. 1975. (Reprint) 121 p.

This report performed pursuant to a contract with the Office of Education, U.S. Department of HEW, was an important contribution to the investigation of the Special Subcommittee on Indian Education. Much of the material is of an historical nature. A great deal of it is devoted to a definition of the problem; the causes mentioned are legion and for the purposes of the discussion are classified under eight categories. A complete reference section is included.

65. Bilingual Education Needs of Indian Children, A Survey. Report
No. 36. 1976. 28 p.

The survey was conducted by the National Indian Training and Research Center of Tempe, Arizona under a contract with the BIA. The study indentified Indian children with bilingual education needs by states, school districts and BIA schools. The questionnaire used is appended.

66. An Analysis of Academic Achievement of Indian High School Students

in Federal and Public Schools. Report No. 37. 1971. 142 p.

The major concern of this longitudinal study was to determine whether academic achievement differs significantly for American Indian students enrolled in four types of schools: (1) federal on-reservation, (2) federal off-reservation, (3) public off-reservation, (4) public on-reservation. Other areas of concern were to examine differences in academic achievement by geographic area, grade, and sex, and to gather a variety of data on other psychological and sociological variables and to investigate the relationship of some of them to achievement.

67. Evaluation Guide for BIA and Tribal Contract Schools. Report No. 38. 1976.

A suggested evaluation guide for tribal contract and Bureau operated schools consists of five components: Administration and Organization, Staff, Curriculum, School Facilities and Community Involvement.

68. The Organization of the Office of Indian Education Programs. Report No. 39. 1975. 234 p.

This document, which is more than a collection of official papers and reports of the BIA, reflects the background to the organizational structure of the BIA as it was ordered by the Secretary of the Interior in Spring, 1973 and as it became in the Summer and Fall of 1974.

69. Development of an Organizational Design for the Office of Education Programs, Bureau of Indian Affairs. Report No. 39.01. 1976. 64 p.

This report reviews the functions and organization of the Central Office of Education Programs, and reflects the study of its objectives and responsibilities. Recommendations for an organizational structure which would best meet its goals are included.

70. Curriculum and Evaluation Guide for Safety Education Programs.
Report No. 40. 1976. 27 p.

This document provides suggested means of establishing an evaluation design for safety education within a school and also identifies suggested curriculum supplement to an educational program that would include Safety Education Program. The primary focus is on the basic operational components needed for operation of a safety program and it is designed to assist the BIA school officials to identify programmatic needs for changes or improving their programs of safety education.

71. Evaluation of Safety Education. Choctaw Agency School System.
Philadelphia, Mississippi. Report No. 40.01. 1976. 23 p.

Analysis and assessment of the Choctaw Safety Education Program, in order to offer a guide toward improvement, involved a collection of data from field trips, questionnaire responses, preview of agency safety records, and extensive interviews with BIA administrators and teachers, tribal council members and affected parents.

72. The American Indian High School Dropout: The Magnitude of the Problem. Report No. 42. 1976. (Reprint) 156 p.

Unlike other dropout studies, this study differs in that the same students (target population) registered in the same grade on a specific date and were identified by name, area, state, type of school, tribal group, and the minority-majority position of Indian students in the school in the six-state area of Oregon, Washington, Idaho, Montana, and North and South Dakota. Their progress was reported almost five years, November 1962 - June 1967, and statistics are presented without any attempt to interpret findings.

73. Comparison of the Wisc Patterns of Retarded and Non-Retarded Readers--Indian Youth. Report No. 42.01. 1976. (Reprint) 11 p.

This investigation examined the patterns of retarded and non-retarded readers on the Wechsler Intelligence Scale for Children. Differences in the male and female retarded readers were examined and the Gate Macginitie Reading Comprehension subtest was the criterion variable for classification of students as being retarded and non-retarded readers. The study was confined to the 104 students attending Riverside Summer Institute at

Anadarko, Oklahoma, in 1970. Complete data was limited to 45 Indian youth.

74. The American Indian High School Dropout in the Southwest. Report No. 42.02. 1976. 37 p.

This statistical survey was made by the Southwestern Cooperative Educational Laboratory for the purpose of obtaining current and valid information on the numbers and percentages of dropouts and graduates of Indian students from BIA, private and public schools. A representative sample of students consisted of various tribes in the six-state area of Arizona, Nevada, New Mexico, Oklahoma, Southern Colorado, and Southern Utah. Student progress was traced by individual name to graduation or to dropout level.

75. Oklahoma Indian Education Needs Assessment. Volume I - Volume IV. Report No. 43. 1976.
Volume I: Summary, Conclusions, and Recommendations. 68 p.
Volume II: Perceptions. 141 p.
Volume III: Current Status. 240 p.
Volume IV: Appendixes. 197 p.

Under a contract with the BIA, the College of Education, Oklahoma State University conducted a comprehensive study to assist the BIA in providing a full and complete assessment of the current and projected Indian educational needs in Oklahoma public and federal schools. Volume I presents an overview of the entire project and a selected bibliography is included. Only Volume I is available from IERC.

76. Evaluation of Leadership Conference in Elementary Science Education, University of New Mexico. Report No. 44. 1976. 18 p.

A summer program designed to help upgrade science teaching skills in BIA schools throughout the U.S. was conducted at the University of New Mexico. The main purpose was to identify general curriculum consultants in the BIA who have expressed special interests in science education and to train them for leadership roles in science curriculum in their respective areas. Activities to meet the objectives, and follow-up to the conference are included.

77. An Evaluation Guide for Elementary Schools, K-8. Report No. 45. 1976. (Not Available)

78. Survey of Educational Concerns of Indian Organization Leaders, School and Agency Superintendents, Education Administrators, Workshop and Seminar Participants, and Tribal Leaders. Report No. 46. 1976. 31 p.

Survey findings were gathered through personal interviews and 240 letters were sent to concerned individuals. Their responses are ranked in the order of their frequency and placed in that order of priority. Comments by the various interest groups comprise a majority of the report.

79. Special Education Efforts for American Indian and Alaskan Native Children. Report No. 47. 1976. 14 p.

The incidence of handicapping conditions among BIA student populations and the need for special education was established by numerous studies and pilot projects during the two-year period of 1964-1966. The two outstanding needs, expressed in this report, concerning full special education services in the BIA are: (1) Budget line item for special education services in BIA operated schools, and (2) Mandatory legislation with respect to the education of exceptional Indian children.

80. Title IV Program Evaluation. Albuquerque Public School System. Report No. 48. 1974-1976. 16 p.

The questionnaire utilized in conducting the evaluation included 50 respondents, 45 of which were parents, and the number of students accounted for totaled 102. Many parents stated that overall improvements occurred in their children relative to their school work and attitude. The two most desired areas of improvement were reading and math programs. Additional concerns are cited as well as a survey conducted by the needs assessment subcommittee of the Urban Parent Committee.

81. Survey of Potential Eligible Indian Students Throughout the United States. Report No. 49. 1976. 30 p.

Public Law 93-638, which amended the Johnson O'Malley Act of April 14, 1936, was passed at the time of this survey and the proposed new regulations which eliminate the factor of Indian tax-exempt land as a prerequisite in determining eligibility for participation under the JOM Act program, in effect preempts recommendations of these survey findings. However, the survey findings enhance other practical aspects for the BIA and Congress to know who, where, and how many additional off-reservation Indian children are potentially eligible for JOM funds as a result of the basic criterion eligibility change.

CURRICULUM BULLETINS

- No. 1. Social Studies in BIA Schools: A Position Paper. Max F. Harriger. 1968. 15 p.

The present state of ferment and the increasing interest and reasons to upgrade social studies programs are discussed in this position paper. Purposes, goals, criticisms and ideas on directions that are essential for improvement and implementation are also mentioned.

- No. 2. Writing to Create Ourselves. A Manual for Teachers of English and Creative Writing in BIA Secondary Schools. T.D. Allen and John Povey. 1969. 165 p.

The Creative Writing Project which this bulletin describes offers the Indian high school student an opportunity for capitalizing on one of his unique strengths--his own life as an American Indian--by using the artistic form of creative writing. This guide book is the result of several years work with Indian young people utilizing this method of learning English writing. Many suggestions and ideas are offered. This guide emphasizes encouragement and motivation as an essential first aim rather than skill acquisition.

- No. 3. Bilingual Education for American Indians. Volume I. Language Arts Branch. 1971. 102 p.

Contained in this bulletin is a broad view of general, historical, and present activities in bilingual education. More specific articles by Professor Miles Zintz' and developmental case studies of bilingual programs for Navajos which discuss methods and results of research are included. A select list of key books in bilingualism with special reference to Indian education is also contained in this bulletin with the more important books and articles briefly abstracted.

- No. 4. English for American Indians. Selections from the First Three Issues. Fall, 1968; Winter, 1969; Spring, 1969. 68 p.

A newsletter whose aim is to provide information on existing and prospective materials on ESL related to American Indians, provide a means for exchange of information between teachers, and to provide articles of practical interest to teachers of English to American Indians. was a result of a study of

English language teaching problems in BIA schools. This issue features articles which range from suggested language activities for pre-school and beginner classes to composition techniques for secondary classroom with appropriate bibliographic material accompanying each article.

- No. 5. A Kindergarten Curriculum Guide for Indian Children. Mariana Jessen. 1974. (Reprinted) 204 p.

The chief purpose of this guide is to establish a broad base of sound principles and philosophy of education for young children. Also presented are some ideas, experiences, materials and resources for implementation from which each school is free to move in appropriate directions relevant to the particular child, his family and community.

- No. 6. Teaching English to Speakers of Choctaw, Navajo and Papago: A Contrastive Approach. Language Arts Branch. 1969. 138 p.

Articles in this volume are based on the work of linguists who have studied and contrasted the structures of English with those of Choctaw, Navajo and Papago. They are intended only to point out that in language, the teacher can understand the areas of potential interference for native speakers in learning English. The definition and concept of "interference" on which the articles are based is explained and a bibliography is also provided.

- No. 7. Art and Indian Children. Pima, Papago and Apache. David Young. 1970. 33 p.

Project Cultural Followthrough, funded through ESEA Title I, as a unique pilot project, developed around the ethnic and historical perspective, has given the Indian a distinctive character and greatness---the arts. Highlights presented in this bulletin are Nature as a source of Indian art, music, and dance. Poems and dialogue accompany the display of art.

- No. 8. Environmental Awareness for Indian Education. David Young. 1970. 26 p.

This curriculum guide explains a three-fold approach suggested for use in schools with Indian youth. The first approach focuses on the Indian side of Nature and environment, and

activities are suggested to implement this concept. The second approach concerns the supplemental nature of the program and a section on resources and references on existing curricula is included. The third point calls for involvement of local Indian people in developing the program.

- No. 9. Environmental Awareness: An Action Approach. Divisions of Instructional Services and Curriculum Development. 1971. 64 p.

This booklet was specifically designed for teachers and students to help them in learning the relationship of soil, water, plants, rocks, microscopic life, and wildlife to the human race. Activities were selected to aid in beginning a project without too much equipment and preparation. Each activity is classified according to level yet many of the demonstrations can be adapted to meet other grade levels.

- No. 10. Analytical Bibliography of Navajo Reading Materials. Language Arts Branch. 1970. 141 Citations.

As an aid to those who are working to develop Navajo bilingual education, the materials in this bibliography fall into two classes: those written in English and those written in Navajo or in Navajo and English. A complete description of each entry is included, an author index and a brief history of Navajo literacy.

- No. 11. An Annotated Bibliography of Young People's Fiction on American Indians. Branch of Curriculum. 1972. 55 p. (Approx. 250 Citations)

Most of the books in this bibliography have Indian people as the central characters and as an added feature the first section lists the titles of books alphabetically by tribe. The second section consists of approximately 128 annotated books which are listed alphabetically by author; in addition, the tribe concerned and age level are indicated.

- No. 12. An Annotated Bibliography of Young People's Books on American Indians. Language Arts Branch. 1973. 57 p.

As a supplement to the bibliography on Young People's Fiction, this bibliography likewise is to provide teachers and librarians with more materials which can be used to help American

Indian children gain pride in their Indian heritage and in themselves. It can also help non-Indian children gain a deeper understanding of Indian people. Both fiction and many works of non-fiction are included by tribe and age level.

- No. 13. Bilingual Education for American Indians. Volume II. Navajo Language Arts Branch and The Navajo Reading Study. (University of New Mexico) 1973. 61 p.

The two-fold purpose of this volume presents the state of the art of Navajo bilingual education and the case for Navajo bilingual education is enlarged. Reports on conferences on Navajo bilingual education and a supplement to the Analytical Bibliography of Navajo Reading Materials are included.

- No. 14. Safety Education Curriculum. Branch of Curriculum. 1973. 45 p.

This curriculum is a simplified guide in procedures for teachers to use in safety education in grades 1 through 12. Desired outcomes in terms of knowledge, attitudes and practices, suggested experiences, activities and evaluation are listed for all grade levels. Suggestions for including safety instructions in some high school subjects are discussed as well as first aid experiences for students to know. A section on references and sources of safety materials is included.

- No. 15. Proceedings, National Indian Bilingual Education Conference. Branch of Curriculum. 1973. 152 p.

These proceedings which are the finale of the first NIBEC consists of five main articles which are the chosen topics of the conference. They are bilingual classroom strategies, bilingual staff development, community participation, bilingual program administration and bilingual materials development. This is a volume of the words and ideas of the 400 bilingual Indian educators whose names appear at the end of the Proceedings.

- No. 16. Instructional Leadership. Warren I. Tiffany. 1974. 32 p.

This booklet is prepared as a tool which will give supervisors and teachers some ideas to utilize in working together as a team. Increasing emphasis is on the process of serving teachers with technical assistance. Guidelines for effective

school and classroom observations and suggested criteria for the observation and evaluation of teaching are presented.

- No. 17.01. BIA School Board Handbook: A Guide for Community Involvement in Educational Programs. 1974. 77 p.

The purpose of this handbook is to help make the Indian school a vital part of the Indian community by way of helping local school board members become educational leaders. It is only useful as a guide in formulating a program. Such areas as objectives, legal framework, financing, authorizations and work plan are discussed.

- No. 18. Guidelines for Teaching Concepts of Fairness, Justice and Democracy in BIA and Tribal Contract Schools. 1975. 25 p.

This bulletin is intended to inform teachers and other school staff about new requirements, effective in 1974-1975 for all BIA and tribal-contract schools to develop curriculum units relating to citizenship training and/or student rights and responsibilities in grades K-12. To provide perspective, the historical background of the new BIA policies is summarized, all of which relate to the movement to improve the teaching of U.S. government and the underlying concepts of fairness, justice and democracy.

- No.18.01. Student Rights and Responsibilities. A Law Focused Curriculum for American Indian High School Students. Fredrick C. Wilson. 1975. 45 p.

Written primarily for the teacher, this guide is very comprehensive and covers rights and responsibilities under tribal governments as well as those under the Federal Constitution. The semester course presented is designed to provide high school students with learning experiences in the political/government and legislative process. The program is a mixture of innovative printed and audio-visual materials and is designed in such a manner that individual units may be selected and developed for meeting the special needs of students. The guide is appropriately basic and flexible.

- No. 18.02 A Survey of the Structure and Organization of the Bureau of Indian Affairs and Tribal Governments for American Indian High School Students. Frederick C. Wilson. 1975. 27 p.

This guide was prepared to explain the Federal Government's

responsibilities to Indian communities established through the years by statute. It also describes in considerable detail the tribal government structure since Indian people are subject to their own tribal regulations as well as to State and Federal laws. The inclusion of Unit 19, "The Indian Self-Determination and Educational Assistance Act, P.L. 93-638, which places great emphasis on tribal government, is presented in its original and summarized form. As a supplement to Curriculum Bulletin No. 18.01, the topics of this course may be presented in separate units as the materials in this course are arranged both chronological and topical order.

- No. 18.03. Procedural Due Process in Indian Education. Scripts for a Two-Part Filmstrip/Audio Tape Program. Paul R. Streiff, Ed.D., 1976. 16 p.

Two 35mm filmstrips and two audio cassette tapes should accompany this manual of scripts for the two-part program. Part I consists of a definition of Procedural Due Process, and Part II consists of guidelines for establishing Procedural Due Process. The guidelines in Part II, reflect the experiences of BIA schools which have already established due process procedures.

- No. 19. Leadership Conference in Elementary Science Education, University of New Mexico. 1975. 23 p.

To help improve the science curriculum and teaching skills, a summer program for BIA schools throughout the U.S. was designed. The main purpose of this project was to identify general curriculum consultants in the BIA with special interests in science education and to train them for leadership roles in science curriculum in their respective areas. Objectives, goals, philosophy, an overview of the science curriculum, and a comparative analysis of seven science programs comprise the contents.

- No. 20. Styles of Learning Among American Indians: An Outline for Research. 1976. (Second Printing) 36 p.

In May 1968, the BIA commissioned the Center of Applied Linguistics to organize a conference of specialists to outline feasible research projects to investigate the ways in which the styles of learning employed by Indian groups may be related to the school achievement of the Indian student. This report constitutes the proceedings of the meetings. Conference discussions consisted of working papers prepared by various consultants, and formulation of recommendations for specific areas of research and specific projects.

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